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ABSTRACT

This document lists various ways that a teacher can utilize recordings and transcriptions to achieve interest in the social studies classroom, and suggests some recordings that are particularly valuable as learning tools. Properly employed, these recordings can induce in students a feeling that they are personally acquainted with famous historical personalities and that they have been present during momentous past events, help in the formation of intelligent publication opinion, and increase a pupil's listening skills. Recordings include: "You Are There," and "I Can Hear It Now", each a series of recordings, "Mr. President: From FDR to Eisenhower," "Abraham Lincoln in Illinois," a play by Robert Sherwood, "Rendezvous with Destiny," "These Great Americans," a series of 15 minute biographies on famous Americans, "Who Built America," and "Voices of Freedom." Suggestions for the teacher include several evaluation questions to apply before using a particular recording. Lists are provided of distributors of tape recordings and transcriptions, of state recording libraries, of manufacturers of recording and playback equipment, and of useful books and catalogs. Related documents are: SO 005 979-SO 006 000. (OPH)

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How To Use Recordings

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Adding Zest to Social Studies

Too often history and the other social studies are taught without imagination or relation to life. The result is that the significance of material is little understood or quickly forgotten.

Social studies teachers should be the first to recognize the need for vitalizing their classes and realizing that the material they present is fascinating and of real interest. One way to achieve interest is through the use of audio tape recordings and transcriptions in the classroom.

Properly employed, such recordings can enrich and broaden the world in which we live, induce in students a feeling that they are personally acquainted with famous historical personalities and that they have really been present during momentous past events, form another bond between school life and the outside world, help in the formation of intelligent public opinion, and increase a pupil's listening skills.

Recordings make learning more concrete and can bring great personalities and live problems from the contemporary scene into the school. Barriers between the classroom and the outside world are broken down. It is possible to relive dramatic, historical moments. Pupils can actually "meet" famous persons and hear their voices. Old subject matter is presented in new forms, and the class can be transported to remote spots where momentous events occur. Recordings often bring new developments into classrooms before courses of study can be revised or books written to include them. Most valuable is the factor of motivation that results in high student interest.

Teachers are already familiar with instructional materials such as movies, charts, slides, and filmstrips, but the many possible uses of recordings in the social studies remain to be used more effectively.

In recent years we have been exposed routinely to dramatic methods of presenting material through radio. On-the-spot broadcasts of important events are now daily listening fare. It is a simple matter for any interested teacher to tape such programs and build up a social studies library. It is our experience that such undertakings to improve instruction can be financed inexpensively.

In addition to transcribed radio programs, there are available commercial records of the voices of our presidents, musical examples from all over the world, and prepared dramatizations of great moments in history.

The purposes of this bulletin are to note the values and advantages of using recordings in the classroom, to suggest ways of utilizing transcriptions in social studies classes, and to point out certain pitfalls related to these instructional materials.

A Flexible Teaching Aid

As a teaching medium commercial radio formerly presented many problems. A teacher was indeed optimistic who expected his students to listen to assigned evening programs that competed with more "popular" broadcasts or television shows.

Fortunately, tape recordings or transcriptions of desired offerings solve this vexing problem of time scheduling, and the field is also opening for the possibility of inexpensive video tapes of television programs. The same principles covered here will apply to this new medium. With presently available equipment, transcribed programs can be inexpensively introduced into the classroom whenever desired. Programs and projects can be recorded at a con-

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Discounts 2-9 copies, 10%; 10 or more copies, 20%.

venient time and played back as often as needed. Excellent material otherwise lost forever can now be retained.

As with 8mm films, visual and audio recordings can be previewed and evaluated. It is also possible to fit the presentation into a unit, present it at the right psychological moment, and repeat all or part of the program if desired. Tapes and records are under the control of the teacher and do not dictate the lesson.

Transcribed presentations also constitute two-way communication. As with the developing visual media, including instructional television, the tape can be stopped to discuss passages, answer questions and clarify points. Even absolute technical accuracy is assured.

Such materials help provide realism, make history a live subject, and lend an emotional tone to learning that aids materially in that process. Transcriptions may be of greater value than other media in some cases simply because the appeal is through sound rather than purely visual means. The listener's imagination has a chance to participate in the creation of a mood.

Classroom Use

How such instructional media are used depends primarily upon the ingenuity and imagination of the teacher.

A teacher may simply wish to play a musical selection by a great composer representative of a country being studied in world history. He might decide to use a *You Are There* recording of Plymouth Harbor in 1620, the actual voice of William Jennings Bryan speaking about freedom for the Philippines, recorded in 1901, or perhaps an extract from a speech by Woodrow Wilson or Winston Churchill. Possibilities are unlimited.

Every teacher will develop additional presentation techniques as he becomes familiar with this method of making history and the social studies come alive in his classroom.

The voice of Teddy Roosevelt, Hitler, Eisenhower, or the late President Kennedy; the strange background sounds and speech of people from another land; the awesome roar of an A-bomb explosion; or the screech of a jet airplane racing into space — these and many other sounds and voices which make history may provide the desired setting. It is not necessary to play the entire recording of any series if only one or two parts pertain to the person or event the teacher wishes to stress.

The well-known *I Can Hear It Now* albums (Columbia Records, Inc.), edited by Edward Murrow, cover a period of years and can be used as a review or overview of recent periods in our history. The first album of this series took two years to piece together, and covers the eventful period from 1933 to 1945. It includes part of the Duke of Windsor's abdication speech; Franklin D. Roosevelt's first inaugural; and excerpts from speeches of other leaders including Chamberlain, Churchill, Hitler, Mussolini, Willkie, Dewey, Eisenhower, and Truman. Two other volumes have been issued to cover the years from 1945 to 1950 and 1917 to 1932. The latter covers World War I and the Armistice; Wilson and the League; Presidents Harding, Coolidge, and Hoover; prohibition; and other events up to Franklin D. Roosevelt's first inaugural. The series can be purchased in 45 rpm, 78 rpm, or 33-⅓ rpm albums.

20 Years of Political Oratory

Another album, *Mr. President: From FDR to Eisenhower*, edited by Robert Fleming, reduces 20 years of political oratory to a 55-minute recording and presents political campaign history that includes the voices of 119 persons who have figured in presidential campaigns since 1932.

Few instructional materials are more effective as enrichment and background material than the *You Are There* programs. This lifelike CBS series includes a number of productions useful for American history classes, such as reports of Columbus' discovery of America, President Lincoln's assassination, "The Monitor vs. the Merrimac", "Philadelphia, 1776", a Salem witchcraft trial, the Burr-Hamilton duel, and the impeachment proceedings against President Johnson. *You Are There* programs effectively used in world history include reports on the eruption of Mount Vesuvius of Pompeii, the death of Julius Caesar, the signing of the Magna Carta, the battle of Hastings, the fall of the Bastille, the defeat of the Spanish Armada, Napoleon's exile, the death of Joan of Arc, and many others. Some of these titles have been released on Columbia (Columbia Records, Inc.) 45, 78 and 33-⅓ rpm records.

A Realistic Account

The "Battle of Gettysburg" is an excellent example of the *You Are There* series. In one American history course the teacher who used it first oriented his class by locating positions with colored chalk on a blackboard map of the battlefield. Important terrain features such as Big Round Top were indicated. Positions of the various announcers, who commented on the progress of the battle, were placed on the map in order of appearance. After initially locating the class at General Meade's headquarters, the ensuing account was realistic and meaningful.

This recording, also sold commercially, includes references to the clothes and uniforms of the opposing forces, the voice of a captured Southern soldier discussing the

war, and the sound of battle. Even the rebel yell is heard as the forces join battle—in what other manner can one recapture yesterday as effectively?

History will also live in the memory of the class which has experienced as effective a production as the hour-long play, *Abraham Lincoln in Washington*. This was written especially for radio by the late Robert Sherwood, author of the Broadway hit, *Abraham Lincoln in Illinois*. Recorded extracts of *Abraham Lincoln in Illinois* are also commercially available.

A discussion of President Franklin D. Roosevelt is more meaningful to our present-day pupil when he hears FDR's declaration of war, or any short extract of one of Mr. Roosevelt's speeches. Excerpts from 23 of them have been collected into an album entitled *Rendezvous with Destiny*. The actual voice of our 32nd president announcing the declaration of war dramatizes this important historical moment. Also, students can best understand the nature of Adolf Hitler's oratory by hearing his voice. The tone of his followers will also be obvious to students when they hear the ovation which greets Der Fuehrer's words. This is turning back the pages of time in a way which permits students to really experience significant events.

Transcription Opportunities

Teachers wishing to record programs "off the air" must be alert to new and special programs as these are scheduled. Special historical productions are extremely valuable because they are invariably well documented and the producers go to great expense to insure effectiveness. A number of years ago the Bell Telephone Anniversary program starring Raymond Massey covered the history of communications. The Associated Press celebrated its 100th anniversary with an hour-long program about journalism's ten biggest stories of the last 100 years. An Air Force Day broadcast on guided missiles was punctuated by the sound of a rocket as it took off and was subsequently "tracked" by radar.

Among commercial recordings for sale are *These Great Americans*, available from the Institute for Democratic Education and consisting of 15-minute biographies of persons such as Wendell Willkie, Jane Addams and George Washington Carver. The Folkways Records and Service Corporation has albums of the native music of the American Indian, of Haiti, Palestine, Indonesia, and other countries. Folkways has also issued other albums useful for social studies classes, such as *Who Built America?* A recording of *Voices of Freedom* may be purchased from Educational Services.

Current information is effectively brought forth in another manner as students listen to on-the-spot reports of political conventions, speeches, and other historical events.

An entire unit may well revolve around a special transcription. National conventions of the political parties are broadcast in their entirety. Extensive coverage is undertaken by the networks which conveniently condense the day's activities into a half-hour rebroadcast each evening.

Recordings for the Future

Mr. Truman's acceptance speech at the 1948 Democratic convention, Mr. Eisenhower's nomination in 1952 and 1956, or the late Mr. Kennedy's inaugural address as well as highlights of the 1964 conventions—recordings will make these moments a memorable part of classrooms in the future.

It is important to remember that what seems current to us at the moment quickly fades into history. A series of recordings on national conventions will be invaluable to the high school or college historian and social studies teacher. Memories of certain events may be firmly embedded into the memories of adults, but the same events mean little or nothing to children who represent different generations.

Similarly, Congressional hearings are often given wide radio and television coverage. A brief visit to the hearing room may be sufficient to get an impression or overall picture. A ten-minute exchange of comments by participants can serve as an illustration and set the stage for a complete unit in a civics class.

Major events of the year are annually presented in several different versions over the national networks with the voices of actual participants reproduced. These can be captured easily on tape for immediate use or future reference. A collection of this sort will be invaluable to both current events and history classes of tomorrow. Events assume even greater importance when viewed in the light of history.

A teacher wishing to review major current happenings of the year might first have the class suggest and list what they feel were most important. He can then play all or any part of the recording as a comparison.

Newscasts in the Classroom

Newscasts of the previous evening or even the same day can be played and discussed in the classroom. These are especially helpful to pupils who do not hear newscasts at home, and the teacher has the advantage of knowing what events have been emphasized in the report and what information to cover.

Giving pupils opportunities to listen carefully to several

news analysts is perhaps even more valuable than the content itself. Each week a different commentator may be recorded to enrich current events work. Students soon differentiate between various types of commentators. In any case, it is a step toward training people to listen discriminatingly to the radio and television and presents an opportunity to compare techniques used in news reporting.

One approach is to listen to perhaps three different news reporters or analysts for several days. Certain questions may be considered such as what main topics were covered, how the material was represented, what different treatment was given the same piece of news, whether the reporter state facts or merely opinions, whether the scope of reporting was local, national, or international, and whether there was evidence of bias or prejudice.

The various possibilities offered by discussion programs on current problems are quite obvious. Topics to be discussed or the person to be interviewed on programs such as *Meet the Press,* are usually announced well in advance.

Unsponsored Documentaries

Unsponsored documentaries, supplied by the radio networks, deal with such topics as racial prejudice, juvenile delinquency, foreign policy, safety, and education. Transcriptions of some of these can be borrowed from the Script and Transcription Exchange, U.S. Office of Education. A catalog will be sent on request.

This is the UN is an album of records that tells the aims, history, principles, and achievements of the United Nations. Except for the narrator, all voices are those of actual participants in events having a direct relationship to the UN. Manuals for teachers accompany the records. Albums are obtainable from Tribune Productions. For example, it should now be possible to bring the General Assembly into the classroom itself, through video tape, normally an impossible field trip experience because of geographical and financial limitations.

Citizenship classes have many uses for recordings, including local history, committee trips, and interviews. Local city officials may participate in panels with students and have their comments recorded on the spot. In one school the mayor cooperated in a broadcast of this type. His explanation of the functions of his office and the city council was recorded and preserved for future classes. We will soon be experiencing, as daily routine, a situation in which the teacher can make his own video tape as well as 8mm film programs, which could include portraying actual class activities.

A portable machine was used by one citizenship class to explain the voting process. A recording was made at the city polls during the election. Each official explained his part in the process, one of them carrying his role to the point of "challenging" the student who represented the class because the pupil was not old enough to vote. Photographs taken of the event were shown simultaneously on a screen as the class listened to the tape recording.

Much presently neglected local history should be gathered and preserved for future classes. A visit to the oldest resident in the town and his recollections can be kept for future reference. The sound of the town bell in the city hall, a building that may someday be torn down, can be preserved. Such tapes may well prove of inestimable value to future students and the entire community.

Field trips to museums, other communities, or the city water department can be recorded on tape and correlated with pictures of the tour. It is even possible in some communities to hear the local city legislative body on the air when it is in session. A record of this event is one way to effectively transplant the grass roots of city government into the classroom. The school board sessions in Houston, Texas, are televised—an event of direct concern to the classroom.

Recording Pupil Activities

Class discussion, panels, and individual reports can be recorded and played back for evaluation or use in other classes. This is a highly effective motivation for achieving quality performance. In this way, even a rehearsal can more closely approximate actual performance and at the same time have better evaluation potentialities.

It is also possible for students to make their own recordings on inexpensive cardboard discs and take them home. This is one way to let parents know what is going on in the classroom.

Pupils can write their own historical plays, rebroadcast important current events while taking the roles of the participants, arrange visits and travel to foreign lands, and interpret historical events. Students are intensely interested in making recordings, especially of their own productions. Pupils may be designated as announcers, sound-effects men, and engineers.

Radio plays have been written and recorded by students. These original broadcasts may, of course, be fitted into subsequent units when later classes study the same general topic. Radio scripts on a great variety of social studies subjects may be borrowed from the U. S. Office of Education. (Catalog on request.) These scripts may be adapted and presented by student committees.

A series of recordings can be worked out to supplement filmstrips, the running commentary to be used with the pictures as they are projected. Commentaries may be prepared and recorded by either teacher or student.

An Aid for Students

A recording unit may also be used to help students, especially when detailed projects are involved. For example, specific instructions, or a complicated assignment, may first be recorded by the instructor. The student, if in doubt, can play and replay the tape until the assignment is clear to him. The dramatic element in recordings may help arouse interest in those learners who lack high motivation.

Improved Utilization

There is little need to give detailed instruction on how transcriptions are made. Equipment varies, but the technical process can be learned without difficulty. Information about the particular equipment at hand is essential, of course, and the beginner may expect to improve his operation of it rapidly as he gains experience.

Really good sound reproduction was once something beyond our reach. The picture has changed. Recording devices of all types are increasingly available at reasonable prices. This includes machines that will record tapes of broadcast quality. The annual survey in the *Audio Record*, "Quick Facts on Magnetic Tape Recorders", is free upon request to Audio Devices, Inc., 444 Madison Avenue, New York, New York. Current models of tape recorders are also listed.

Tape recorders are almost as easy to operate as radios. The great advantages of magnetic tape recordings are no grooves, no needle, no scratch, and virtually no wear. Although the recordings are permanent, the tape may be erased and re-used. Erasure is accomplished by passing the tape through a magnetic field of the erasing head which obliterates the magnetic pattern. No injury to the tape occurs when it is erased, so erasure may be performed many times.

It is important to be aware of certain dangers inherent in the use of any audio-visual aid. Recordings are no exception.

Teachers should avoid the following major pitfalls: (a) Using material unsuited to the particular teaching situation or curriculum; (b) covering too much material at one time; (c) selecting material unsuited to the child's development.

The following suggestions may be helpful:

1. The teacher should become familiar with the recording by playing it prior to the group presentation. One question should be kept in mind: What can this experience contribute to the class?
2. In addition to factual information there are other items to consider—points of view, characterization, background setting, relationships, generalizations, and possible emotional reactions.
3. Critical viewing and listening habits are clear to every member of the group. In presenting the program, its relationship to the unit of study (or discussion topic) should be pointed out; specific points to listen for may be listed on the chalkboard; and unfamiliar words or concepts previously noted by the teacher should be explained.
4. Students should be prepared "psychologically" for the experience. Interest can easily be increased for the event or personality to be presented. It is especially important that this be done for a brief illustrative or documentary presentation. In a half-hour transcription the program will probably establish its own contextual setting, but preparing the students for it will increase its total effectiveness.
5. The purpose or significance of the program should be explained. The class may be instructed to find answers to definite questions and listen for specific points. After the recording has been played, and after sections have been replayed if necessary, the class should review and summarize key points.
6. Follow-up activities can now be anticipated. Leads and cues during the program should be noted that will promote further discussion and investigation.
7. New questions raised by the recording may be clarified during subsequent discussion periods. Content should always be related to other class activities.
8. Appraisals of each recording made by teacher and students should be filed for future reference. This procedure helps in deciding which materials have real interest and value for students. There are many possible rating forms. Any teacher can, and probably should, develop his own rating system, because each seeks different results and reactions. Questions for student appraisal sheets might include:

   Did the program give you information, raise questions, or help you understand the topic we are studying?
   Did the facts given seem accurate?
   Were you interested in the program?
   What is your rating of the value of the program?
   Could you hear the program clearly?
   Were the sound effects appropriate?
   Was the vocabulary understandable?
   What program features were most interesting? Most uninteresting?
   What parts, if any, would you like replayed?

9. Discussion is more effective when it takes place immediately after the presentation, when it is based upon the group's interest and desire to discuss the subject, and when it aims to help evaluate information and to formulate individual conclusions.
10. Know how to use the equipment so as to obtain the best quality of reproduction and presentation.
11. Eliminate all possible outside and room noises or distractions.

Acquiring a Library

Teachers can make many of their own recordings, but they should be aware of other sources both for loan and purchase. Many state bureaus of visual instruction now have recording libraries for booking. Local radio stations sometimes lend transcriptions to schools.

The teacher who wants to build up a permanent library will find information on the following pages about equipment, transcriptions and tape recordings. Space does not permit reporting all available titles on this current list, prepared with the help of the Department of Audio-Visual Instruction of the National Education Association.

Publishers of social studies textbooks sometimes provide lists of suggested recordings to accompany a particular text.

One way to do this is to consult "Sight and Sound in the Social Studies", which appears monthly in *Social Education,* the official journal of the National Council for the Social Studies.

Conclusions

In the preceding pages various uses of recordings and transcriptions have been pointed out. Undoubtedly, there are many more ways to use tapes and records than have been noted. With wider acceptance and experience new possibilities are certain to be uncovered.

Recordings are only one of the great variety of instructional materials available today for classroom use. A good radio dramatization at the right time may be as effective as a film, or more so. There are also occasions when recordings would accomplish nothing and be unnecessary or undesirable in a teaching situation.

Recordings must be a part of a specific instructional plan to provide greatest classroom value. Like other instructional materials, the medium must be incorporated into the unit if specific objectives are to be met.

When these points have been emphasized, the fact remains that social studies material can often be presented more effectively through recordings than any other medium. Such audio-video materials arouse new interest in topics generally considered dull by some students.

The tape recorder can be an invaluable assistant, but can never replace the teacher. Properly selected recordings can enable the instructor to do a superior teaching job.

The teacher now becomes more important than ever—for now he must select the appropriate materials and present them at the right time and in the proper manner.

Some Distributors of Tape Recordings and Transcriptions

Academic Recording Institute (ARI), 18 East 50th St., New York, N. Y.
AFL-CIO, Harry W. Flannery, Washington, D. C.
Alpark Educational Records, Inc., Christian St., New Preston, Conn.
American Foundation for the Blind, Inc., Department of Public Education, 15 West 16th St., New York, N. Y.
American Jewish Committee, 386 Fourth Avenue, New York. N. Y.
American Library Association, 50 Huron St., East, Chicago, Ill.
Broadman Films, 127 Ninth Ave., North, Nashville, Tenn.
Burke and James, Inc., 321 South Wabash Ave., Chicago, Ill.
Center of Mass Communications, Columbia University Press, 1125 Amsterdam Ave., New York, N. Y.
Child Study Association of America, Miss Mary B. Reinhart, 9 East 89th St., New York, N. Y.
Children's Music Center, 5373 Pico Blvd., Los Angeles, Calif.
Children's Reading Service, 1078 St. John's Place, Brooklyn, N. Y.
Columbia Recordings, 799 7th Ave., New York, N. Y.
Decca Distributing Corporation, 511 E. Clybourn St., Milwaukee, Wis.
Democracy in America Series. Available from the American Foundation for Continuing Education, 19 S. La Salle St., Chicago, Ill.
Educational Services, Inc., 1730 Eye St., N.W., Washington, D.C.
Encyclopaedia Britannica Films, Wilmette, Ill.
Enrichment Materials, Inc., 246 Fifth Ave., New York, N. Y.
Enrichment Records, 246 Fifth Ave., New York, N. Y.
Folkways Records and Service Corporation, 117 West 56th St., New York, N. Y.
Forest Service, U.S. Dept. of Agriculture State Forestry Departments, Anna Mary Freas, Administrative Asst. (Smokey Bear Programs), U.S. Forest Service, Department of Agriculture, Washington, D.C.
French Broadcasting System, 972 Fifth Ave., New York, N. Y.
Frontiers of Science Foundation of Oklahoma, Inc., James G. Harlow, Executive Vice-President, Republic Building, Oklahoma City, Okla.
Harry S. Goodman, Radio Productions, 19 East 53rd St., New York, N.Y.
Instructional Films, Inc., 202 East 44th St., New York, N. Y.
Japan Information Service, The Consulate General of Japan, 235 East 42nd St., New York, N. Y.
Korean Information Office, Embassy of Korea, 1828 Jefferson Place, N.W., Washington, D.C.
Metropolitan Life Insurance Co., School Health Bureau, Health and Welfare Division, One Madison Ave., New York, N. Y.
Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Ill.
Monitor Recordings, Inc., 413 West 50th St., New York, N. Y.
National Association of Secondary School Principals, 1201 16th St., N.W., Washington, D. C. 20036
National Committee for Education in Family Finance, Robert E. Gibson, Executive Secretary, 488 Madison Ave., New York, N. Y.
The National Conference of Christians and Jews, Inc., 43 West 57th St., New York, N. Y.
National Consumer Finance Association, Carl F. Hawver, Director, Educational Services, 1000 Sixteenth St., N.W., Washington, D.C.

National Safety Council, Don Moore, Director of Radio and TV, 425 North Michigan Ave., Chicago, Ill.

National Tape Repository, Bureau of Audio-Visual Instruction, Stadium Building, Room 348, University of Colorado, Boulder, Colo.

NBC Radio Recording Division, 30 Rockefeller Plaza, New York, N. Y.

New York Stock Exchange, Manager, School and College Relations, 11 Wall Street, New York, N. Y.

New Zealand Embassy, Information Office, 19 Observatory Circle, N.W., Washington, D. C.

Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Ave., New York, N. Y.

RCA Educational Sales Division, Camden, N. J.

Seraphic Society For Vocations, Audiovisual Division, Franciscan Seminary, Teutopolis, Ill.

Six Flags Over Texas, ATTN: Mr. Barry Easthope, Manager, Radio Relations, P.O. Box 191, Arlington, Texas.

Social Security Administration, Local District Office.

Society of French American Cultural Services and Educational Aid, 972 Fifth Ave., New York, N. Y.

State Historical Society of Wisconsin (tapes), 816 State St., Madison, Wis.

Stephen Foster Memorial, Foster L. Barnes, Director, White Springs, Fla.

U. S. Dept. of Agriculture Office of Information, Jack H. Towers, Supervisor, Radio Productions, Radio and Television Service, Washington, D. C.

United States Rubber Co., Arthur LaCour, Manager, Radio and TV News, Public Relations Dept., 1230 Avenue of the Americas, New York, N. Y.

State Recording Libraries

Audio Visual Center, Arizona State University, Tempe, Ariz.

Central Arizona Film Cooperative, Arizona State College, Tempe, Ariz.

Division of Audio-Visual Education, Los Angeles County Schools, Los Angeles, Calif.

Bureau of AV Instruction, University of Colorado, Boulder, Colo.

Audio-Visual Center, University of Connecticut, Storrs. (Services available in State of Conn. only.)

AV Tape Library, Florida State University, Tallahassee, Fla.

Audio-Visual Service, State Department of Education, Atlanta, Ga. (Tapes available in State of Georgia only.)

Audio-Visual Aids Service, Division of University Extension, University of Illinois, Champaign, Ill.

Audio-Visual Center, Indiana University, Bloomington, Ind.

Visual Instruction Service, Iowa State University, Ames, Ia.

Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City, Ia.

Language Dept., Kansas State Teachers College, Emporia, Kan.

Bureau of Visual Instruction, Bailey Hall, University of Kansas, Lawrence, Kan.

The Louisville Free Public Library, Louisville, Ky.

The Office of Communications and Public Relations, Mass. Dept. of Education, 200 Newbury Street, Boston, Mass.

Audio-Visual Education Center, University of Michigan, 720 Huron Street, 3541 Frieze Building, Ann Arbor, Mich.

Minnesota Tapes for Teaching Service, Dept. of Education, 32 State Office Building, St. Paul, Minn.

Missouri Tapes for Teaching Program, Dept. of Audio-Visual Education, 7220 Waterman Avenue, St. Louis, Mo.

Dept. of Audio-Visual Instruction, University of Nebraska, Lincoln, Neb.

Audio-Visual Center, University of New Hampshire, Durham, N. H.

Audio-Visual Bureau, New Jersey State Department of Education, Trenton, N. J. (Tapes loaned only in the State of New Jersey.)

New York City Board of Education, 110 Livingston St., Brooklyn, N. Y. (Instructional films and tapes)

Radio and Television Service, Dept. of Extension Teaching and Information, Roberts Hall, Cornell University, Ithaca, N. Y.

Bureau of Visual Education, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota State University, Fargo, N. D.

Audio-Visual Center, Kent State University, Kent, Ohio.

Oklahoma City Public Schools, Oklahoma City, Okla.

Oklahoma Tapes for Teaching, Educational Materials Service, Extension Division, University of Oklahoma, Norman, Okla.

Audio-Visual Center, Division of College Extension, Oklahoma A and M College, Stillwater, Okla.

Oregon School of the Air, Radio Station KOAC, General Extension Division, Oregon State System of Higher Education, Corvallis, Ore.

Bureau of Instructional Materials and Mass Media, Department of Public Instruction, Harrisburg, Pa.

Audio-Visual Library, The Pennsylvania University, State College, University Park, Pa.

Div. of Audio-Visual Aids, State Dept. of Education, Rhode Island College of Education, Park and Hayes Streets, Providence, R. I.

South Dakota School of the Air, Tape Library, Radio Station KUSD, Vermillion, S. D.

Texas School of the Air and Tapes, Texas Education Agency, Austin, Tex.

Bureau of Audio-Visual Instruction, Brigham Young University, Provo, Utah.

Audio-Visual Department, Davis School District, Farmington, Utah.

Audio-Visual Bureau, Extension Division, University of Utah, Salt Lake City, Utah.

Bureau of Teaching Materials, Commonwealth of Virginia State Board of Education, Richmond, Va.

The Film Center, Seattle 5, Wash., University of Washington.

Recording Service Wisconsin School of the Air, Radio Hall, Madison, Wis.

Adult Education and Community Service, the University of Wyoming, Laramie, Wyo.

U. S. Army and Air Force, Washington D. C., Recruitment.

U. S. Dept. of the Navy, Bureau of Naval Personnel, Washington, D. C., Recruitment.

U. S. Marine Corps. Records obtainable through nearest Marine Corps Recruiting Office.

United States Recording Company, 1121 Vermont Ave., N.W., Washington, D. C.

Capitol Records, 1730 Broadway, New York, N. Y.

MGM Records, 1540 Broadway, New York, N. Y.

RCA Victor Records, Educational Sales Department, 155 East 24th Street, New York, N. Y.

Some Manufacturers of Recording and Playback Equipment

Allied Radio

American Concertone, Inc., a division of Astro-Science Corporation

American Elite, Inc.

American Geloso Electronics, Inc.

Ampex Corporation

Amplifier Corporation of America

Argus, Inc.

Arvin Industries, Inc.

Audio Education, Inc.

Audio-Master Corporation

Audio Teaching Center

Audiotronics Corporation
A-V Equipment and Supplies
Bell and Howell Photo Sales Co.
Bogen Communications
Burke and James, Inc.
Burstein-Applebee Company, 1012-14 McGee St., Kansas City 6, Missouri
Columbia Records Sales Corporation
Decca Distributing Corporation
DuKane Corporation
Electronic Applications, Inc.
Electronic Teaching Laboratories, Inc.
E.M.C. Recordings Corporation
Gates Radio Co.
G.B.C. America Corporation
L. Charlton Greene Co.
Hamilton Electronic Corporation
Karl Heitz, Inc.
International Radio and Electronics Corporation
KRS Electronics
Labelle Industries, Inc.
Lafayette Radio Electronics
McClure Projectors, Inc.
Magnasync Corporation
Robert C. Merchant Co.
Miles Reproducer Co.
Minnesota Mining & Manufacturing Co.
MP Engineering Co.
Newcomb Audio Products
Needs Corporation
Newark Electronics Corporation
North American Philips Co., Inc.
Pentron Electronics Corporation
Premier Electronics Laboratories
Radio Corporation of America, RCA Victor Division
Radio-Matic of America, Inc.
Radio Shack Corporation
Recordio Corp. U. S. A.
Revere Camera Co.
Revere Wollensak division of 3M Company
Rheem Califone Corporation
Richard Manufacturing Co.
Roberts Electronics, Inc.
Stancil-Hoffman Corporation
Superscope, Inc.
Tandberg of America, Inc.
Telectro Division of Emerson Radio, Inc.
Telectro Industries Corporation
Thompson Ramo Wooldridge, Inc., Educational Electronics Division
United States Projector Corporation
Utronics, Inc.
Videosonic Systems Division, Hughes Aircraft Company
Viking of Minneapolis, Inc.
V-M Corporation
Webcor Sales Co.
Webster-Chicago Corporation
Webster Electric Co.

Books and Catalogs

(The) Audio-Visual Equipment Directory. National Audio-Visual Association, Inc., 1201 Spring Street, Fairfax, Va.

Educators Guide to Free Film Strips. Compiled and Edited by Mary Foley Horkheimer and John W. Diffor. Revised each August; Educators Progress Service, Dept. AVC, Randolph, Wis. $6.00.

Educators Guide to Free Tapes, Scripts, and Transcriptions. Compiled and Edited by Walter A. Wittich, Ph.D. and Gertie Hanson Halsted, M. A. Revised each August. Educators Progress Service, Dept. AVC, Randolph, Wis. $5.75.

For Tape Recorder Information: Free to Educators. Audio-Devices, Inc., 444 Madison Avenue, New York, N. Y.

How to Make Good Tape Recordings. Audio Devices, 444 Madison Ave., New York, N. Y.

How to Select and Use Your Tape Recorder. David Mark; John F. Rider. New York, N. Y. 1956.

National Tape Recording Catalog. Dept. of Audio-Visual Instruction, NEA, 1201 Sixteenth Street, N.W., Washington, D.C.

Radio Equipment Corporation. 147-151 Genesee Street, Buffalo 3, N. Y.

Sources of Free and Inexpensive Educational Materials. Esther Dever. Revised 1963. P.O. Box 186, Grafton, W. Va. $3.00 and 20¢ postage.

(The) Tape Record in the Classroom. Visual Instruction Bureau, University of Texas. 1959.

Tape Recording in Business Education. Leslie, Louis A. Minnesota Mining and Manufacturing Corp., St. Paul, Minn. 1956.

Tape Recordings in the English Classroom. Ruth Terry, Michigan Audio-Visual Association, 834 Ruddiman Drive, North Muskegon, Mich. 1956.

Teachers Make: Slides, Opaques, Tape Recordings, C. C. Dunavan, Emma Fantone. AV Handbook, State Department of Education, N. J. 1961.

Using the Tape Recorder, Board of Education, New York, N.Y. 1953.

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